

**The Impact of Affective Events on Employees' Psychological Well-being: Personality
and Servant Leadership as Moderators**

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ABSTRACT

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Jingmin Huang

Organizations are dynamic entities, and such dynamism is reflected in the emergence of significant events. These events, be it positive or negative, can influence employees. However, there is little discussion about how they become meaningful and come to impact employees, which hinders the progress in the understanding of organizational behaviors. This paper addresses this gap by applying Affective Events Theory (AET) to further our understanding of how events in the workplace trigger influence employees' workplace psychological well-being. More specifically, this paper studies the impact of positive and negative events on employees' psychological wellbeing, accounting for the moderating effects of their personality traits and servant leadership. This paper contributes to our understanding of the impact of work events, personality and servant leadership in influencing employees' psychological wellbeing by (a) testing the relationship between work events and employees' psychological wellbeing; (b) identifying the moderating effects of personality and servant leadership.

Key words: Affective Events Theory, work events, psychological wellbeing, personality and servant leadership.

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INTRODUCTION

Times are changing and so are our views on organizational behavior. The emotional dimension in the organization was largely neglected decades ago, but in recent years, more and more scholars have begun paying attention to affect in the workplace (Ashton-James & Ashkanasy, 2004; Wegge, 2006). Weiss and Cropanzano's (1996) Affective Events Theory (AET) further develops the affective research and provides a model to explain responses to the affective events in the workplace, and the relationship between those work events and the employees' well-being. Indeed, workplace events trigger affective responses in employees, which in turn influence workplace cognition and behavior (Ashton-James et al, 2004). It has also been recognized that affective events in the workplace, be it positive or negative, can cause corresponding affective states and in turn influence employees' well-being (Brief & Weiss, 2002; Connolly & Viswesvaran, 2000; George, 1990). However, most research focuses on the causes and outcomes of negative work events, because negative events may elicit stronger emotional responses; and few studies have examined the roles of positive work events.

Based on the framework of AET, "affective disposition" is considered as a factor to have impact on work events. Certain personality traits can affect the characteristics level of individuals' psychological well-being (Steel et al., 2008). While responding to the affective events, employees may have regular rhythms that are function of their individual personality (Larsen et al., 1986; Dasborough et al., 2009). Specific personality traits have been found to be associated with chronic mood states and real time emotional reactions to evocative events (Hoerger & Quirk, 2010; Costa & McCrae, 1980). Two personality traits from the Big Five Personality traits, namely extraversion and neuroticism, are discussed here, as I examine their effects on how employees' well-being is affected by affective work events.

Servant leaders, who have a motivation to serve and a need to lead, could influence the way events impact followers' psychological well-being in the workplace. While followers show particular affective state during the process of undertaking assignments or doing routine work, servant leaders may foster followers' well-being through their emphasis on followers' growth and empowerment as well as their altruism, empathy, sense of ethics and community stewardship

(Greenleaf, 1977). This study examines the moderating roles of servant leadership to further our understand of how servant leaders improve followers' psychological well-being at an individual level. As little research has been conducted on this issue, this study will contribute to the literature of servant leadership and AET by theoretically integrating the leadership literature into the framework of AET.

In sum, this paper seeks to examine how affective events influence psychological well-being, accounting for the role of personality and servant leaders as moderators. It will establish an overall theoretical framework on the basis of AET in order to highlight the most important antecedents and consequences. Firstly, this paper will present a brief introduction to AET, which will be used as a framework for the whole paper. Then it will propose hypotheses regarding the impact of both negative and positive work events on employees' psychological well-being. Then, the Big Five personality will be used to examine how different personality traits may affect the relationship between work events and psychological well-being. Finally, servant leadership will be proposed as a second moderator to better understand how individuals may be affected by work-related affective events.

LITERATURE REVIEW

Affective Events Theory (AET)

One important theory related to emotions in the workplace is Affective Events Theory (AET; Weiss & Cropanzano, 1996). AET attempts to describe how certain types of events give rise to affect, a process that may be influenced by individual disposition and which in turn influences individuals' attitudes and behaviors. Weiss & Cropanzano (1996) explain it as "the role of emotion and evaluative judgment in the relationship between an individual's experiences and his or her behaviors". At the heart of AET is the premise that one's affective response to workplace events largely determines one's attitudes and subsequent behaviors (Rosen et al., 2009). AET emphasizes the role of affective response in the formation of work attitudes. While affect refers to employees' moods and emotions, an attitude is an evaluative, cognitive judgment based on affect. Empirical research has supported the basic tenets of AET, as studies have demonstrated that emotional experiences explain how a number of workplace events influence employees' job

satisfaction (Mignonac & Herrbach, 2004; Wegge, 2006) and counterproductive work behaviors (Spector & Fox, 2002).

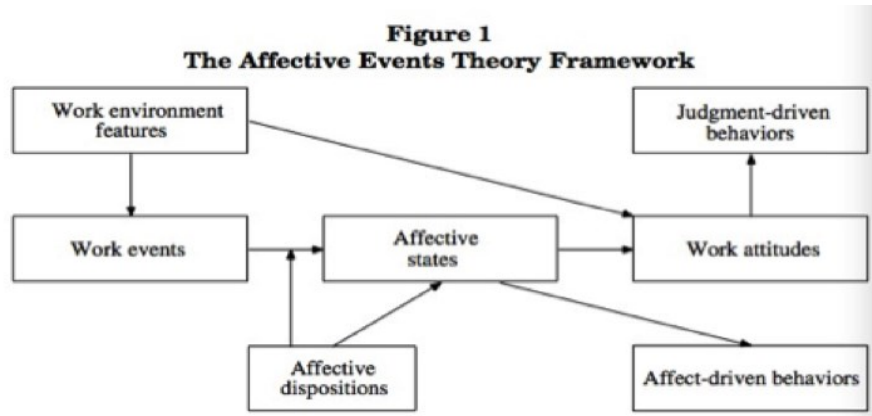
AET posits that features of work environment are associated with affective “events” or “episodes”, and these affect-laden events are direct causes of affective reactions, which act as mediators, causing affect-driven behavior and attitudes (Rosen et al., 2009). Positive work events can create positive affective states, thus represents an opportunity for achieving workplace targets, whereas negative work events engendering negative affective states are perceived to be a threat towards workplace targets. Those positive and negative affective events can influence workplace behaviors. Generally, people in a positive mood are more likely to evaluate the environmental information positively, tend to perceive those events as opportunities rather than threats, have more positive impressions of people and can lead to more optimistic decision-making or behaviors (Lerner & Keltner, 2001; Higgins, 2001; Fiedler & Bless, 2001; Ashton-James & Ashkanasy, 2005). However, people in a negative mood will tend to have a more negative attitude towards the current situations, regard those events as threats or drawbacks, have more negative impressions of people and have a larger possibility to adopt a negative attitude or decision-making. For example, when an employee receives a positive performance feedback from his or her manager, the employee may become more passionate and have stronger motivations to work; on the other hand, if the employee receives a negative performance appraisal, he or she may have a sense of disappointment and resistance, which will then result in a pessimistic work attitude and bad performance.

Generally, a stable work environment influences the occurrence of positive or negative affective events, and experiencing these events will cause corresponding affective states, a process that may be affected by the personality. Affective states may in turn directly lead to affect-driven behaviors and then form a specific type of work attitudes; the latter could be impacted by the stable work environment as well. “Judgement-driven behaviors” are also influenced by work attitudes. A stressful assignment (environment feature) can result in an employee being criticized by his/her leader (negative event). This may produce anger, sadness or frustration (affective states) that can contribute to job dissatisfaction (attitude) and might also lead to an argument between the employee and the leader (affect-driven behavior). Finally, job dissatisfaction

weakens the willingness of the employee to stay in the company (judgment-driven behavior).

Affective work events also impact the employee's psychological wellbeing. Employees have their own perceptions of the work events, and these perceptions could be affected by many factors such as current situation, personality, and actions of their leaders.

Figure 1: Affective Events Theory Framework



The figure is from Weiss, H. M., & Cropanzano, R. (1996) "An affective events approach to job satisfaction"

Servant leadership

Servant leadership is a shared, relational, global perspective and all stakeholders-concerned leadership where special focus on the interaction between leaders and followers (Avolio, 2009). Servant leadership was first introduced by Greenleaf (1970, 1977), and this topic has recently attracted considerable attention from scholars. Greenleaf (1977) put "going beyond one's self-interest" as a core characteristic of servant leadership. Servant leadership is different from the other types of leaderships as it adds the moral components of social responsibility (Graham, 1991) and followers' growth and needs (Patterson, 2003). Servant leaders, with a motivation to serve and a need to lead, aim to help followers grow within the organization (Luthans & Avolio, 2003). Various studies have been done to further develop servant leadership theory, and many interpretations of servant leadership have been proposed. For example, Patterson (2003) posited a seven-construct model including agapao love, humility, altruism, vision, trust, serve and

empowerment; Spears (1995) distinguished 10 characteristics that are regarded as the essential factors of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment and building community. Laub (1999) developed a six-cluster model to describe the servant leadership's characteristics: persona development, valuing people, building community, displaying authenticity, providing leadership, sharing leadership. Those interpretations of servant leadership have some overlaps, but they also have their own theoretical points of view, which result in using different methodological designs and would be hard to handle in practice.

The conceptualization of servant leadership used in this study is from Liden et al. (2008)'s paper, which is the dominant and most widely validated conceptualization of the construct. They proposed that servant leadership is different from the traditional approach of leadership in that it stresses a long-term relationship with employees, and personal integrity. They conceptualize servant leadership through seven dimensions: emotional healing, creating value for the community, conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first and behaving ethically. According to Liden et al., (2008), a) emotional healing refers to "the act of showing sensitivity to others' personal concerns". b) helping subordinates grow and succeed is about their concern to assist and mentor followers for further advancement in the career growth; c) putting subordinates first means they would put followers' work needs as a priority whenever they need help; d) creating value for the community refers to have a sincere caring and concern to help the community; e) conceptual skills is about owning a good mastery of the information of the organization and tasks so as to help their followers to finish the tasks effectively; f) empowering means to motivate followers to work independently, make self-making decisions and complete the tasks.; g) behaving ethically refers to have an open, fair and honest communication with others. In all, servant leaders place their followers' needs before their own and try their best to help them to maintain positive psychological wellbeing.

Studies show positive relationships between servant leadership and important outcomes such as job satisfaction, work engagement, team performance and firm performance (Van Dierendock & Nuijten, 2011; Hu & Liden, 2011; Patterson et al., 2012). Furthermore, servant leadership has been found to impact on followers' organizational citizenship behavior, organization

commitment, and turnover intentions (Walumbwa et al., 2010; Neubert et al., 2009; Liden et al., 2014b). Since servant leaders show great concerns for their subordinates, it appears meaningful to study this leadership's effects on their followers' well-being. However, limited empirical research has been conducted on this topic. This study examines the role of servant leadership at an individual level as a moderator of relationships between affective events and employees' psychological wellbeing (both hedonic and eudaimonic dimensions).

Big Five Personality Traits ---- Extraversion and Neuroticism

Personality is an important determinant of behavior in the workplace (Penney et al., 2011). According to AET (Weiss & Cropanzano, 1996), personality affects the degree to which individuals experience positive and negative states by responding to the likelihood or occurrence of certain types of events at work (Magnus et al., 1993), and then produce corresponding attitudes or behavior. AET suggests that personality has the potential to affect individual moods (Weiss & Cropanzano, 1996). More specifically, affect-relevant personality traits could shape individuals' responses to affective work events, and thus be associated with higher or lower levels of employees' well-being.

The Big Five personality model is arguably the most frequently used framework in personality research. The Big Five model proposes that personality consists of five relatively independent, broad dimensions that provide a meaningful reference for the study of individual differences: extraversion, neuroticism, agreeableness, conscientiousness and openness to experience. Among studies examining relationships between Big Five personality traits and psychological well-being, many have focused on extraversion and neuroticism (e.g., Costa & McCrae, 1980; Larsen & Ketelaar, 1991; Rusting & Larsen, 1997). This can be explained by the well-documented association between extraversion and positive affectivity, and neuroticism and negative affectivity (e.g., Chang, 1997; Watson & Clark, 1992), which have long been known to predict psychological well-being (e.g., Iverson, Olekalns, & Erwin, 1998; Tellegen, 1985). Results suggest that both extraversion and neuroticism are associated with well-being, though their effects are in opposite directions. Specifically, extraversion is associated with positive affect and greater well-being, whereas neuroticism is associated with negative affect, sensitivity to distressing stimuli, and ill-being. As extraversion and neuroticism appear particularly relevant to

employees' psychological well-being, this study focuses on these traits among the Big Five.

Extraversion is characterized by a tendency to experience positive emotions (Costa & McCrae, 1992); and people who are extraverted are "enthusiastic, seek excitement and more likely to emerge into a supervisory position" (Judge et al., 2002a). Extroverted people are better at using appropriate emotional regulation to cope with the emotions resulting from the affective events, and are more likely to form good interactions with others such as their colleagues and supervisors (Carver & Connor-Smith, 2010; Panaccione et Vandenberght, 2012; Zimmerman, 2008). Neuroticism refers to one's tendency to experience a variety of disruptive emotions. They are easily irritated by others, have a higher level of negative affect, and are more likely to turn to inappropriate coping responses (McCrae & Costa, 1987; Judge et al., 2013). Thus, they may tend to experience poor relationships, which would also influence their well-being in the workplace.

Psychological well-being

Psychological well-being has become one of the most popular topics among organizational psychologists since social concerns shifted from financial survival towards quality of life issues. It constitutes an important determinant for people to evaluate their lives, and is related with their emotional responses and domain satisfaction, as well as judgment of life satisfaction (Diener et al., 1999; Ilies et al., 2015). Psychological well-being in the workplace refers to work-related subjective well-being, which is defined as the degree to which a person is content with his job and experiences positive emotions and infrequent negative emotions at work (Bakker & Oerlemans, 2011). However, in order to have a more comprehensive study on employees' psychological well-being, this study includes not only subjective job evaluations and emotions, but also the quality of employees' psychological experiences while at work. That is, it includes two components of psychological well-being: hedonic and eudaimonic (Ryan & Deci, 2001). This paper combines hedonic well-being using Diener's conceptualization (2000) and eudaimonic well-being using Ryff's model (1989).

From the hedonic perspective, psychological well-being concentrates on subjective experiences of pleasure, or the balance of positive and negative thoughts and feelings in individuals' judgements. Typically, studies on job satisfaction, which is a subjective judgement on work situations, represents the hedonic dimension (Weiss, 2002). The hedonic dimension has been

conceptualized in terms of four main components: life satisfaction, satisfaction with important domains, positive affect, and low levels of negative affect (Diener, 2000). On the other hand, the eudaimonic dimension of psychological well-being concerns the fulfillment and realization of employees' potential, i.e., meaning, self-actualization and engagement (Wrzesniewski et al., 2003). It defines well-being largely in terms of ways of thoughts and behaviors that provide fulfillment. Many studies that have studied the eudaimonic dimension of psychological well-being have made advancements in the theoretical development of well-being incorporating a broad range of constructs (Kashdan et al., 2008). Ryff's theoretical model of psychological well-being proposes that high levels of well-being requires fulfillment on six dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth (Ryff, 1989; Ryff & Keyes, 1995).

Among the various topics in organizational psychological well-being, stress is one of the oldest. Many studies have been done on the relationships between stressors and psychological well-being. In accordance with the transactional stress model (Lazarus & Folkman, 1984), "environmental demands that exceed an individual's resources are responsible for the experience of psychological stress" (Rodell & Judge, 2009). Recently, researchers have begun to use the distinction between two types of stressors to better understand stress: challenge stressors and hindrance stressors (Rodell & Judge, 2009). This two-dimensional framework was developed by Cavanaugh et al. (2000) to categorize specific job demands: challenge stressors refer to the work-related demands that can advance the feelings of fulfillment or personal growth, while hindrance stressors refer to the work-related demands that interfere with the employees' abilities to achieve goals or obstacles to the personal growth (Rodel & Judge, 2009; Cavanaugh et al., 2000). There are some similarities between the challenge/hindrance stressors framework and the positive/negative affective framework. They both talk about the goal-relevant events and corresponding emotional responses: both challenge stressors and positive affective events are about the fulfillment of goals and the generation of related emotions, and both the hindrance stressors and negative affective events are about the obstacles to the achievement of targets. Affective events are a more general framework that explains the relationship between affect-relevant events and emotional responses. However, challenge/hindrance stressors might cause relatively unpredictable emotional responses. Hindrance stressors are thought to be dysfunctional

at virtually all levels, but challenge stressors are assumed to have various effects at various levels (i.e., very high levels of challenging job demands may be overwhelming for employees and result in counterproductive outcomes). Challenge/hindrance stressors are a narrow-down but more specified example of the positive/ negative affective events: stressors are regarded as a form of affect-inducing event and specified type of stressors is assumed to impact specified emotions.

HYPOTHESES

Affective events and employees' psychological well-being

Many studies have been conducted on employees' psychological well-being (e.g., Wright, 2005; Wright & Stew, 1999; Diener & Larsen, 1993; Wright & Bonett, 2007; Fredrickson et al., 2000). However, relatively few studies have sought to test the tenets of AET, specifically, while adopting a broad conceptualization of employee well-being. Studies on the topic have emphasized employee experiences at work, and focused on the hedonic dimension of well-being, often examining just one facet such as job satisfaction (e.g., Hopkins, 1997; Basch et Fisher, 2000). Moreover, research has largely focused on negative emotional states, neglecting to some extent to examine the impact of positive emotional experiences. One notable exception is a study by Langston (1994) examining relationships between positive and negative life events and hedonic facets of psychological well-being, accounting for the moderating role of response behaviors and perceived control. Findings suggest affective events impact mood as expected, with positive events being associated with positive affect, and negative events being associated with negative affect.

Pursuing this line of research, this thesis examines both positive and negative events, but focuses on both the hedonic and eudaimonic dimensions of employees' psychological well-being. Empirical research has demonstrated that these two dimensions are distinct but related, as when employees experience doing-well, feeling good, finding meaning, and acting with integrity (Keyes et al., 2002; Ryan & Deci, 2001; Waterman, 1993). Therefore, it would be meaningful to establish a model to study the relationship between positive work events - negative work events and hedonic – eudaimonic dimensions of psychological well-being,

Events at work are both context-driven and subjective phenomena. An affective work event is

defined as “an incident that stimulates appraisal of and emotional reaction to a transitory or ongoing job-related agent, object or event (Basch & Fisher, 2000)”. An affective event would be considered as positive when the elements of the organizational environment are perceived to facilitate a subordinate’s progress to achieve workplace goals (i.e., experienced uplifts), which lead to transient optimistic affective states. Conversely, an affective event would be regarded as negative when the elements are perceived to impair the subordinates’ progress toward workplace goals (i.e., suffered from hassles), resulting in negative affective responses (Weiss & Cropanzano, 1996; Ashton-James et Ashkanasy , 2005). Since different affective events could elicit different affective states, they should impact subordinates’ psychological wellbeing differently.

Experiencing affective events leads to affective states. Generally, positive affective events produce positive emotional responses such as happiness and negative affective events produce negative emotional responses such as dissatisfaction and anger. This process may lead to “affect-driven behaviors” and contribute to the formation of work attitudes, that is, influence their subjective experience and the fulfillments of their potential or goals in the workplace, namely psychological well-being. Numerous theories and models have been done in order to understand the association between affective events at work and employee well-being. Evidence shows that affective work events relate to employee well-being. For instance, Beehr and colleagues (2000) posited that negative work events could be regarded as stressors, which are negatively relate to employee well-being. It has also been proposed that positive work events could result in stronger commitment and satisfaction, which then engender positive emotions and contribute greatly to psychological well-being (Wanous et al., 1992; Galais & Moser, 2009).

Therefore, both negative work events (e.g., having an argument with a colleague, experiencing sexual harassment or being denied a promotion) and positive work events (e.g., obtaining a bonus, getting promoted, having a project succeed) could cause a certain type of emotional response. Those events may result in a person-environment interaction which may disturb employees’ pattern of working, and impact the individual’s well-being. If the interaction favors the individual’s goals and interests, their gain feelings of happiness and sense of fulfillment, then individual’s psychological well-being would be enhanced; otherwise, their psychological well-

being would be weakened. As a result, we can assume that work events have a close relationship with employees' psychological well-being, so this paper proposes that:

Hypothesis 1a: Positive affective work events will have a positive relationship with employees' psychological well-being.

Hypothesis 1b: Negative affective work events will have a negative relationship with employees' psychological well-being.

Personality as a moderator

Individual differences are strong predictors of employee well-being. Many studies have provided evidence that they play an important role in many aspects of organizational life (Judge et al., 2003), and between-individual differences in employee well-being can be explained by personality traits (Fisher, 2010; Bakker & Oerlemans, 2011). According to AET, personality traits have a potential to impact individual moods, and they could determine the rhythm of people's feelings about the occurrence of some events over a certain period of time (Weiss et Cropanzano, 1996). In other words, personality shapes individual's regular responses to life events. Researchers have even suggested that a substantial portion of stable subjective well-being might be due to personality (Diener & Lucas, 1999). There is evidence of relations between personality traits, particularly neuroticism and extraversion, on various measures of well-being in adults (Deneve & Cooper, 1998; Schmutte & Ryff, 1997; Judge et al., 2002).

There are some overlaps between emotions and personality traits measures. Personality traits have been found to be associated with chronic mood states and real-time emotional reactions to stimuli and events (Hoerger et Quirk, 2010; Costa & McCrae, 1980). Therefore, personality traits may influence employees' psychological well-being through the regulation of affective responses arising from affective events. Personality is a relatively stable construct, therefore, its influence on the relationship between work events and employees well-being should be stable, and different traits could predispose people to deal with circumstances differently.

This paper examines the moderating role of extraversion and neuroticism on relationships between affective events and employees' psychological well-being. According to AET, personality traits act as moderators on the relationship between affective work events and

employees' psychological well-being. Some studies have shown that extraversion and neuroticism could forecast employees' emotional reactions, and relate positively to employee well-being (e.g., Steel et al., 2008; Canli et al., 2001; Lerner & Keltner, 2000). Indeed, personality traits may help employees deal with different circumstances, resulting in a person-environment moderation effect on well-being (Bakker, 2015). For instance, Oerlemans & Bakker (2014) found that individuals who have a higher score on extraversion were happiest on days when they spent considerable time on paid work activities, and Debusscher et al. (2014) demonstrated that neuroticism moderated the relationship between task complexity and psychological ill-being (i.e., job satisfaction).

Extroverted people will tend to have a more positive attitude towards negative work events, and see the negative events differently than introverted people. It is supposed that extroverted people tend to be happier in the workplace, spend more time interacting socially, and interact more with people around them (Watson et al., 1992). All these could help them to have a better satisfaction and pleasure in the workplace, and then have a bigger potential to achieve their goals. Because extroverts tend to focus on the brighter side of things, I expect extroverted individuals to be more positively affected by positive events, and less negatively affected by negative events, than those with low levels of extraversion. On the other hand, neurotic people tend to see things from an opposite perspective, they tend to have a more pessimistic attitude towards the workplace events, have less fulfilling social interactions and have a lower level of happiness. Thus, I expect individuals with high levels of neuroticism to be less positively affected by positive events, and more negatively affected by negative events, than those with low levels of neuroticism. Thus, this study proposes that:

Hypothesis 2: Extraversion will moderate the relationships between affective work events and employee psychological well-being such that a) the positive relationship between positive events and well-being will be stronger and b) the negative relationship between negative events and well-being will be weaker.

Hypothesis 3: Neuroticism will moderate effects on the relationships between affective work events and employee psychological well-being such that a) the positive relationship between positive events and well-being will be weaker and b) the negative relationship between negative events and well-being will be stronger.

Servant leadership as a moderator

According to Liden and colleagues (2008), a defining characteristic of servant leaders is that they put the needs of their followers before their own. Through this focus on satisfying followers' needs, servant leaders are thought to have a positive impact on their employees' psychological well-being (Chiniara & Bentein, 2016). Consistent with this view, Van Dierendonck and Nuijten (2011) showed that servant leadership is positively associated with employee job satisfaction and work engagement.

According to the Social Information Processing Approach (Salancik & Pfeffer, 1978), individuals try to understand their environment based on processing the social information in the workplace. Employees build up their perceptions and attitudes according to the social cues within the workplace which would in turn impact their outcome behaviors (Salancik & Pfeffer, 1978). As servant leaders seek to create opportunities within the organization to help followers grow (Luthans & Avolio, 2003), working as ethical or people-centered role models, genuinely concerned with serving followers, satisfying employees' needs and fostering their growth and well-being, their followers should tend to trust and have more interactions with them. This should result in better satisfaction at work, achieve their goals, and produce better psychological well-being.

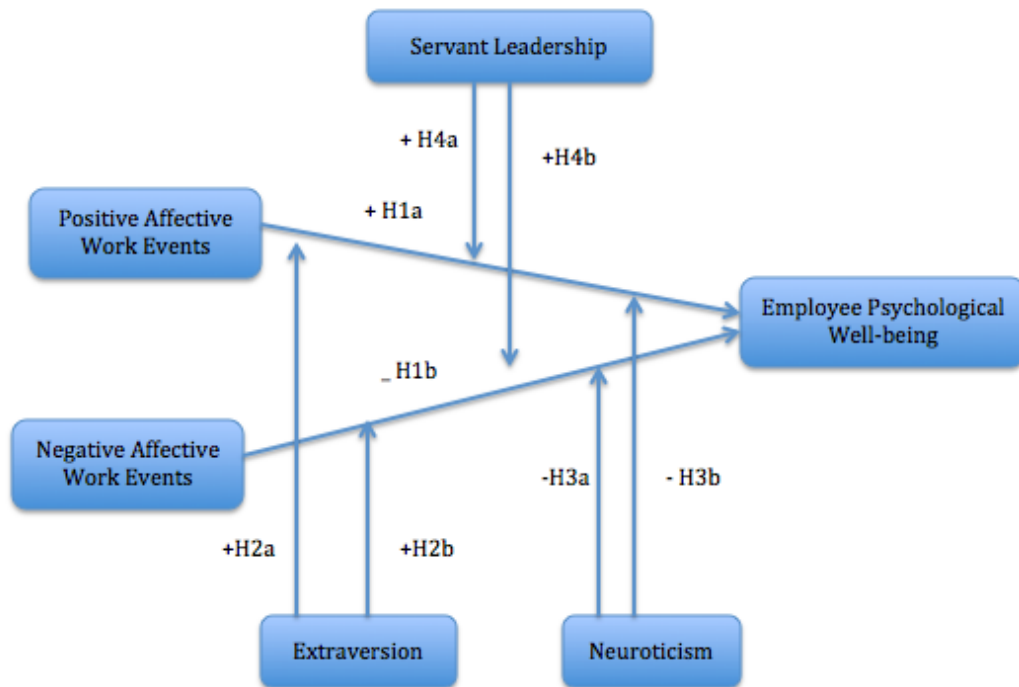
Servant leadership may influence the ways that events impact on employees' psychological well-being. As mentioned above, an affective workplace event will cause emotional response to a transitory or ongoing workplace agent, object or event. Servant leaders may find ways to minimize the impact of negative events on their employees. For servant leaders, a basic principle is to prioritize followers, and fulfill their followers' psychological needs (Greenleaf, 1970). Helping or serving behaviors are very important for employees to have an effective performance and to help them better cope with the corresponding affective responses due to the interdependence of individuals, thus it is associated with positive mood such as better increased satisfaction at work (George, 1991). Negative events that lead to less positive mood may be alleviated if leaders show helping behaviors.

All those “serving” or “helping” behaviors may occur through servant leaders’ characteristic behaviors. Specially, servant leaders prioritize their subordinates’ needs, provide “emotional healing” to help subordinates to alleviate sufferings from an unpleasant condition, and generally help subordinates grow and succeed. Those behaviors provide a good environment or atmosphere for followers to communicate with their leaders about relevant work events, and have a better coping ability to handle those events. Working under the supervisor of a servant leader, followers may be better able to respond to positive or negative work events, resulting in greater psychological well-being.

Hypothesis 4: Servant leadership will moderate the relationships between affective work events and employees’ psychological well-being such that a) the positive relationship between positive events and well-being will be stronger and b) the negative relationship between negative events and well-being will be weaker.

The preceding hypotheses are summarized in the model depicted in Figure 2.

Figure 2: Theoretical Model



METHODS

(1) Procedures

Data was gathered via an online survey from four companies in Mainland China. I contacted the directors of the companies first in order to gain their permit, and then sent an email to the participants with a link to the web-based questionnaire inviting them to fill out the survey. Responses were anonymous. It took about 10 minutes to finish the online survey.

All participants were informed in the letter of invitation and cover page of the online survey that their responses would be anonymous, and that they could refuse or discontinue the survey at any time before clicking the “finish” button. The contact information of the researcher and the university’s Ethics Committee were provided in the letter of invitation.

(2) Sample

This study used a cross-sectional research design. The study was conducted in four manufacturing companies from Mainland China: 3 measuring instrument companies and 1 stainless steel products company. These four companies are important distributors and manufacturers of measuring instruments and stainless steel products for the manufacturing industry in China. The study was conducted in all departments (i.e., marketing department, R&D department, manufacturing department) of the companies.

The final sample was composed of 209 participants (female: 45.45%; white-collar worker: 77.99%, response rate: 100%). The mean age of the sample was 31.71 years (Min = 21, Max=51, SD=5.72); and the education level was divided into four levels: Elementary/Middle school (21.5%), High school (57.9%), and College/University (20.6%). The mean tenure of employment was 4.15 years and the mean duration of working under the current supervisor was 3.01 years.

Prior to the data analysis, a test of the existence of outliers was conducted via the use of standardized z-scores. Any z-scores greater than 3.29 or less than -3.29 were to be removed. Variables were also tested for multicollinearity by checking the Variance Inflation Factors (VIF). No VIF was found to exceed 2, which indicates no multicollinearity.

(3) Measures

Affective Work Events

Affective work events were measured with the Mignonac & Herrbach (2004) measure, using a 7-point Likert-type scale (from 1 “very negative” to 7 “very positive”). At the beginning of the study, the directors of the four companies were interviewed to finalize the items of work events. They were presented with a list of work events proposed in Mignonac & Herrbach (2004)’s paper, and were asked to indicate the presence as well as magnitude of those work events with a 7-point response scale. The directors were also encouraged to propose other events that were not on the list. After the interview, four events were removed from the original lists (“Improvement in benefits”, “Received a promotion”, “Benefits were reduced”, and “Denied a promotion”), as these were not relevant in this context, and one event was added to the list of negative events (“Encountered an accident in the workplace, either you or a coworker”). The final version of measure comprises a total of 15 items, with 7 positive events (e.g., “Successfully completed a project or task”) and 8 negative events (e.g., “Problems getting along with a supervisor”). Participants were asked whether or not they had experienced each of the events in the past three months.

Table 1 Frequency of Affective Events in the Last Three Months (n=209)

	Yes (%)	No (%)
Positive events		
Successfully completed a project or task	74.6	25.4
Received praise from your supervisor	42.1	57.9
Received praise from a coworker	58.9	41.1
Went on a vacation	44.0	56.0
Received an award or acknowledgement	30.1	69.9
An unpleasant coworker let your work unit (Change jobs, retire, die, etc.)	31.6	68.4
Received a raise or a bonus	25.8	74.2
Negative events		
Assigned undesired work or project	39.2	60.8
A well-liked coworker left your work unit (Change jobs, retire, die, etc.)	34.9	65.1
Problems getting along with a supervisor	24.4	75.6
Problems getting along with a coworker	29.2	70.8
Personal problems interfered with work	34.0	66.0
Received a negative performance evaluation	31.1	68.9
Failed to receive a raise/bonus that was expected	25.8	74.2
Encountered an accident in the workplace (Either you or a coworker)	36.4	63.6

Personality traits

Extraversion and neuroticism were measured using the items from the Big Five Inventory (BFI) developed by John et al. (1991), using a 7-point Likert-type scale (from 1 “strongly disagree” to 7 “strongly agree”). The measure comprises 16 items, 8 of which measuring extraversion (e.g., “I am someone who is talkative”) and the other 8 measuring neuroticism (e.g., “I am someone who is depressed, blue”). Six items of this scale were recoded so as to indicate the same type of response on every item. The reliability of extraversion in this study was $\alpha=.7$, $M= 33.89$, $SD=5.61$; and the reliability of neuroticism in this study was $\alpha= .75$, $M = 29.31$, $SD = 6.69$.

Servant Leadership

Servant leadership was measured with the Liden et al. (2015)’s SL-7 measure, using a 7-point Likert-type scale (from 1 “strongly disagree” to 7 “strongly agree”). The measure comprises 7 items, corresponding to the seven dimensions of servant leadership: emotional healing (e.g., “I would seek help from my leader if I had a personal problem.”); creating value for the community (e.g., “My leader emphasizes the importance of giving back to the community.”); conceptual skills (e.g., “My leader can tell if something work-related is going wrong”); empowering (e.g., “My leader gives me the freedom to handle difficult situations in the way that I feel is best.”); helping others grow and succeed (e.g., “My leader can tell if something work-related is going wrong”); putting subordinates first (e.g., “My Leader puts my best interests ahead of his/her own.”) and behaving ethically (e.g., “My leader gives me the freedom to handle difficult situations in the way that I feel is best.”). The reliability of the scale in this study was $\alpha=.73$, $M=31.58$, $SD = 5.18$.

Psychological Well-being

The hedonic dimension of psychological wellbeing was measured via three scales: the Subjective Vitality Scale (SVS; Ryan & Frederick, 1997), the emotional exhaustion scale from the Maslach-Burnout Inventory (MBI; Maslach & Jackson, 1981) and The Positive and Negative Affect Schedule (PANAS; Watson et al., 1988). All the scales used a 7-point Likert-type scale (from 1 “strongly disagree” to 7 “strongly agree”). The Subjective Vitality Scale comprises six items (e.g., “At this moment, I feel alive and vital”), and the reliability of this scale in this study was $\alpha=.68$, $M=27.3$, $SD = 5.53$. The MBI’s emotional exhaustion scale comprises 5 items (e.g.,

“These days, I feel like I’m at the end of my rope.”), and the reliability of this scale was $\alpha=.69$, $M=17.49$, $SD = 5.44$. The PANAS comprises 20 items, with 10 items measuring positive affect (e.g., “interested”) and 10 measuring negative affect (e.g., “Distressed”). The reliability of the positive affect scale was $\alpha=.77$, $M=45.17$, $SD = 7.46$; and the reliability of the negative affect scale was $\alpha=.84$, $M=32.53$, $SD = 10.09$.

Eudaimonic well-being was measured using the QEWB developed by Waterman et al. (2010), using a 7-point Likert-type scale (from 1 “strongly disagree” to 7 “strongly agree”). The measure comprises 21 items, with 7 items written in the negative direction, implying the absence of EWB (e.g., “I think it would be ideal if things came easily to me in my life”). These seven items of this scale were reversely coded in order to measure on the same direction. The reliability of this scale in this study was $\alpha=.86$, $M=93.52$, $SD = 14.62$.

Table 2: Measures’ Descriptives

	α	M	SD
Neuroticism	.75	29.31	6.69
Extraversion	.7	33.89	5.61
Servant Leadership	.73	31.58	5.18
Subjective Vitality Scale (SVS)	.68	27.3	5.53
Maslach Burnout Inventory (MBI)	.69	17.49	5.44
PANAS - Positive Affect	.77	45.17	7.46
PANAS - Negative Affect	.84	32.53	10.09
QEWB	.86	93.52	14.62

All the questionnaires were administrated in Chinese since the survey was done in Mainland China, and scales were translated using a standard translation back translation procedure.

Control variables

Age, gender, employment tenure, team tenure and the education level were measured in this study, as previous research on affective work events and well-being has included them as control variables (Diener et al., 2003). However, in the absence of theoretical reasons to expect these variables to exert an effect in the current model, I opted to include only gender and age, as previous research has found these variables to be related to well-being (Mignonac & Herrbach, 2004).

RESULTS

I first examined the structure of the data through confirmatory factor analysis (CFA) using Mplus. In order to avoid testing a too complex model, I randomly combined items to create three indicators per construct. Chi-square (χ^2), Root-mean Square Error of Approximation (RMSEA, acceptable fit: less than .08), Tucker Lewis Index (TLI, acceptable fit: exceed .90), Comparative Fit Index (CFI, acceptable fit: exceed .95) and Standardized Root Mean Square Residual (SRMR, acceptable fit: less than .05) were chosen to assess the model fit (see Hooper, Coughlan, & Mullen, 2008). The hypothesized model yielded a good fit to the data: $\chi^2=361.019$, p-value = 0.017; df = 306; RMSEA = 0.029; TLI= 0.951; CFI = 0.961; SRMR = 0.049.

Descriptive statistics and reliability tests were conducted for each of the scales used to measure the study variables. Cronbach's alpha values are reported to check the internal consistency of the scales used in this study. Then hypothesized main and moderating effects were tested between latent variables using simple regression and interaction terms. At last, simple slope tests were used to better understand the moderating effects found through simple regression.

(1) Main effect of affective events

Regression analyses were performed to test the preceding hypotheses between the variables in the study (See Table 3 and Table 4). Only age and gender were used as control variables in addition to the variables in the research model because of their potential impact on individual emotional outcomes. The results presented in Table 4 show that both positive and negative work events

were significantly linked to the employees' psychological well-being at work and all correlations were in the expected directions.

Table 3 and Table 4 present the results of the multiple regression analyses predicting employees' psychological well-being using work events as independent variables. For every aspect of psychological well-being, age and gender, the control variables, were first entered into the model (step one), followed by work events (step two). As can be seen in Table 3 and Table 4, age and gender did not have a significant impact on this model. The overall percentages of variance explained ranged from 6% to 15.3% and all regression models were significant. Therefore, in accordance with Hypothesis 1, both positive and negative affective work events were significantly related to employees' psychological well-being, including dimensions of hedonic and dimension of eudaimonic, and effects were in the expected direction: a) positive work events are positively related to employees' psychological well-being, more specifically, SVS, MBI, PANAS-positive Affect, PANAS-negative affect and QEWB; b) negative work events are negatively related to employees' psychological well-being, more specifically, SVS, MBI, PANAS-positive Affect, PANAS-negative affect and QEWB.

Table 3: Mean, Standard Deviations and Correlations.

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
1.Age	31.71	5.72												
2.Gender	1.46	.50	.03											
3.PAE	2.49	1.22	.05	.03										
4.NAE	.75	.48	-.11	.03	.10									
5.Extraveresion	4.24	.70	.01	-.03	.09	-.06	(.7)							
6.Neuroticism	3.66	.84	.00	-.14*	-.04	.05	-.51**	(.75)						
7.SL	4.51	.74	-.05	-.10	.04	.04	.11	.01	(.73)					
8.SVS	4.55	.92	-.01	.01	.25**	-.24**	.04	-.13	-.01	(.68)				
9.MBI	3.50	1.09	-.07	.05	-.20**	.23**	.01	.10	.07	.66**	(.69)			
10.PANAS-PA	4.52	.75	.01	.01	.12	-.22**	.03	-.11	-.04	.59**	.45	(.77)		
11.PANAS-NA	3.25	1.01	.00	.03	-.17*	.16*	-.08	.24**	.12	-.47**	.48**	-.59**	(.84)	
12.QEWB	4.45	.70	.04	-.03	.28**	-.24**	.03	-.05	-.05	.66**	-.64**	.63**	-.60**	(.86)

Note 1. $N=209$

Note 2. $***p < .001$; $**p < .01$; $*p < .05$.

Note 3. PAE = Positive Affective Event; NAE = Negative Affective Event; SL = Servant Leadership; SVS = Subjective Vitality Scale; MBI = Maslach –Burnout Inventory; PANAS-PA= PANAS – Positive Affect; PANAS –NA = PANAS-Negative Affect; QEWB = Questionnaire for Eudaimonic Well-being.

Table 4 Multiple Regression Analyses Predicting Psychological Well-being ($n=209$)

	SVS	MBI	PANAS-PA	PANAS-NA	QEWB
Step 1: control variable					
Age	-.006	-.071	.010	.001	.040
Gender	.009	.047	.010	.027	-.031
R2 change	.000	.007	.000	.001	.002
Step 2: work events					
Positive Events	.281***	-.220**	.141*	-.188**	.313***
Negative Events	-.269***	.244***	-.238**	.178*	-.267***
R2 change	.134	.096	.069	.060	.150
R2	.134	.103	.069	.060	.153
Adjusted R2	.117	.085	.051	.042	.136
F-Value	7.906***	5.838***	3.766**	3.271*	9.19***

Note 1. $N=209$

Note 2. $***p < .001$; $**p < .01$; $*p < .05$. Coefficients are standardized betas.

Note 3. SVS = Subjective Vitality Scale; MBI = Maslach –Burnout Inventory; PANAS-PA= PANAS – Positive Affect; PANAS-NA = PANAS-Negative Affect; QEWB = Questionnaire for Eudaimonic Well-being.

In sum, both positive work events and negative work events are significantly linked to all aspects of psychological well-being (SVS, MBI, PANAS-Positive Affect, PANAS-Negative Affect and QEWB). Interestingly, positive events have a weaker link with the PANAS-Positive Affect, and negative events have a weaker link with the PANAS-Negative Affect. Compared to positive work events, negative work events have larger effects. This also highlights the importance of experiencing negative events in influencing psychological well-being such as SVS and MBI. It also appears that the percentage of variance explained by work events was larger for SVS (13.4%), MBI (9.6%) and QEWB (15%) than for PANAS-Positive Affect (6.9%) and PANAS-

Negative Affect (6%). However, R^2 were not very large. Although significant, it appears that work events are only one cause of psychological well-being among other determinants: individual dispositions, leadership styles, events happening in the daily life, general work or social environment. Since the list of work events in this research was not meant to be exhaustive, other events that were not included in the survey likely influenced respondents' psychological well-being.

(2) Moderating Effects of Extraversion and Neuroticism

Hypothesis 2 predicted that extraversion would moderate the relationship between affective work events and employee psychological well-being such that a) the positive relationship between positive events and well-being would be stronger and b) the negative relationship between negative events and well-being would be weaker. A multiple regression analysis was performed to test this hypothesis by simultaneously entering as predictors: (1) centered work events, (2) centered leadership, and (3) a product variable created by multiplying the first two independent variables.

As can be seen from in Table 5, 6 and 7, Hypothesis 2, which suggested a positive moderating effect of extraversion on the relationship between work events and employee psychological well-being, was not supported, though the regression produced significant models with different aspects of psychological well-being ($F=4.984$, $P < .001$; $F=4.126$ $P < .001$; $F=2.155$, $P < .05$; $F=2.421$, $P < .05$; $F = 5.956$, $p < .001$, with outcomes as SVS, MBI, PANAS-positive affect, PANAS-negative affect and eudaimonic wellbeing respectively). The interaction between extraversion and positive affective work events on the eudaimonic dimension of psychological well-being was significant ($\beta = -.114$, $p = .038$), and the extraversion-positive events interactions on SVS and MBI were approaching significance (SVS: $\beta = -.129$, $p = .079$; MBI: $\beta = .160$, $p = .069$). However, the directions of interactions were not consistent with the expectations: the relationship between positive events and well-being was weaker among individuals with a high level of extraversion.

On the other hand, the interactions between extraversion and positive affective events on PANAS-Positive Affect and PANAS-Negative Affect and the interaction between extraversion and negative events on hedonic or eudaimonic employee psychological well-being were not

significant. Results of simple slope analyses were conducted to better understand the moderating effects that were significant and approaching significance (See Figure 3, 5 and 7).

Figure 3: Interaction plot of positive events and extraversion with SVS as outcome.

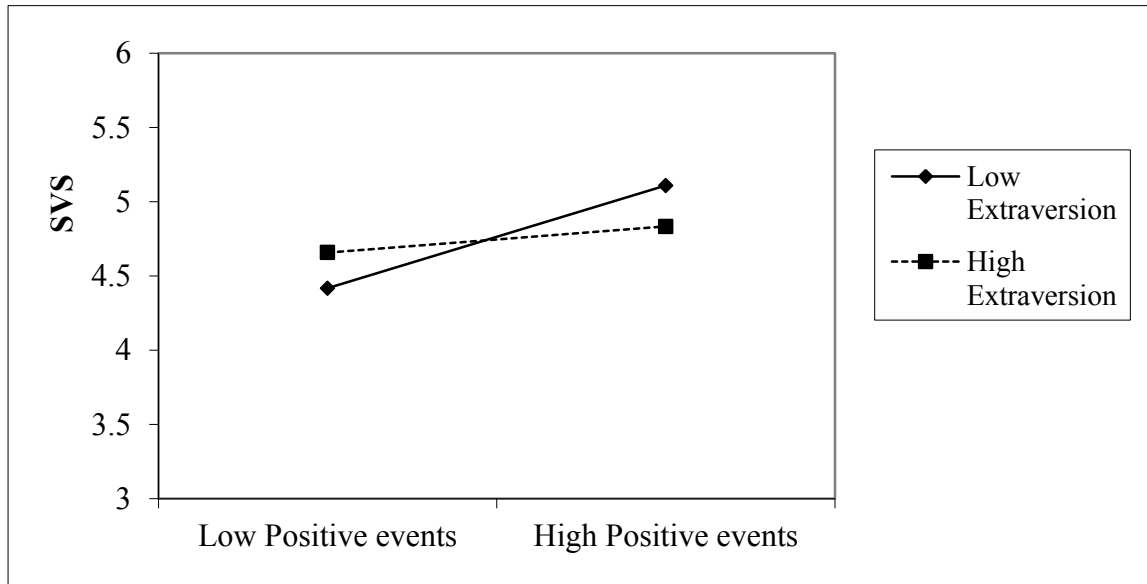


Figure 4: Statistical diagram of the moderating role of extraversion on the relationship between positive events and SVS.

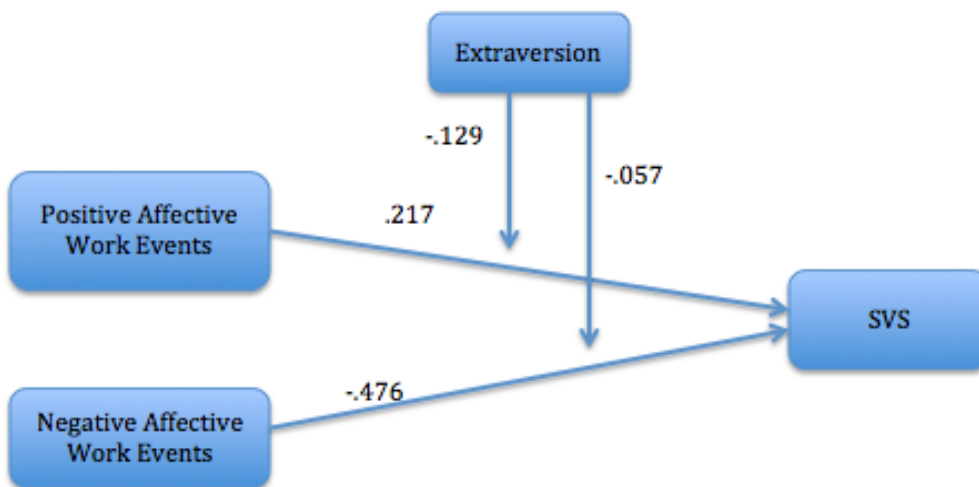


Table 5: Output of the moderating effect of extraversion with SVS as outcome

	Coefficient	Standard Error	t-value	p-value	LICI	ULCI
Constant	4.755	.379	12.533	.000	4.007	5.504
Positive Events	.217	.051	4.289	.000	.117	.316
Negative Events	-.476	.128	-3.717	.000	-.729	.224
Extraversion	-.009	.086	-.108	.914	-.180	.161
Interaction 1 (Positive events)	-.129	.073	-1.764	.079	-.274	.015
Interaction 2 (Negative events)	-.057	.177	-.324	.746	-.406	.292
Age	-.007	.011	-.687	.493	-.028	.014
Gender	.023	.121	.189	.850	-.215	.261

Figure 5: Interaction plot of positive events and extraversion with MBI as outcome.

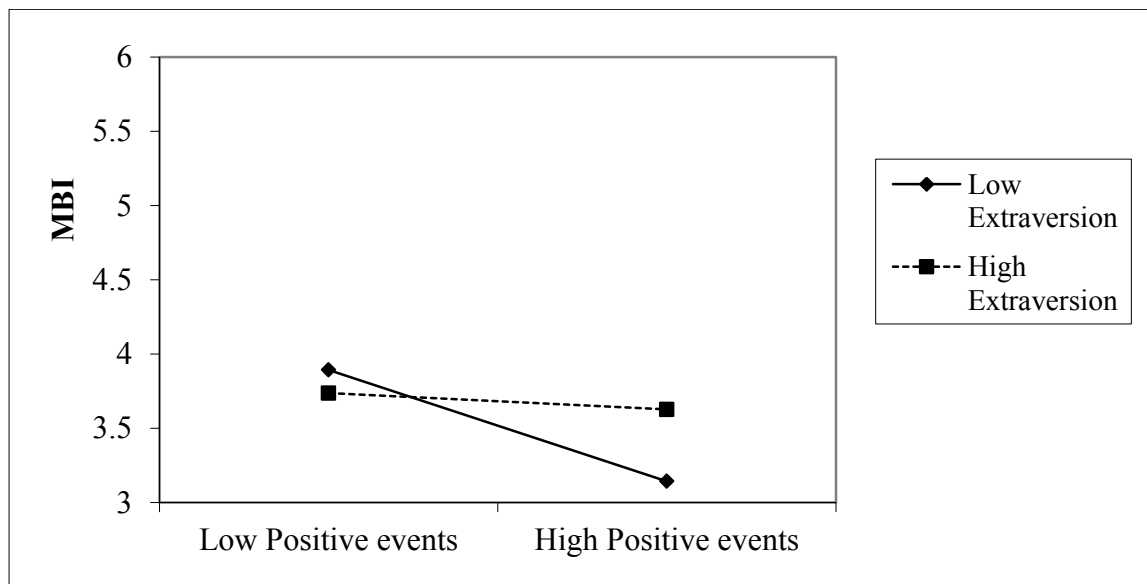


Figure 6: Statistical diagram of the moderating role of extraversion on the relationship between positive events and MBI.

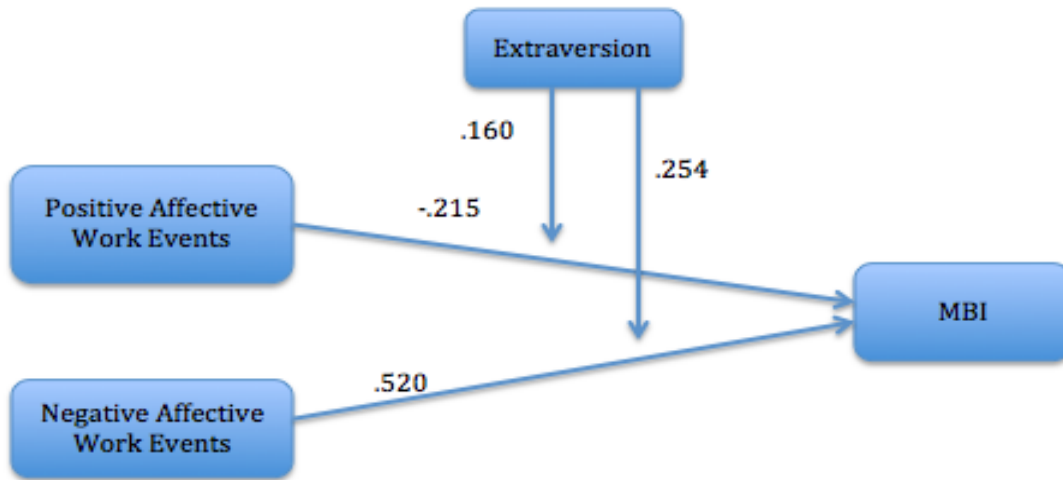


Table 6: Output of the moderator effect of extraversion with MBI as outcome

	Coefficient	Standard Error	t-value	p-value	LICI	ULCI
Constant	3.600	.454	7.932	.000	2.705	4.495
Positive Events	-.215	.060	-3.558	.000	-.334	-.096
Negative Events	.520	.153	3.393	.001	.218	.822
Extraversion	.082	.103	.794	.428	-.122	.286
Interaction 1 (Positive events)	.160	.088	1.825	.069	-.013	.333
Interaction 2 (Negative events)	.254	.212	1.199	.232	-.164	.671
Age	-.007	.013	-.585	.559	-.032	.018
Gender	.087	.145	.599	.550	-.198	.372

Figure 7: Interaction plot of positive events and extraversion with QEWB as outcome.

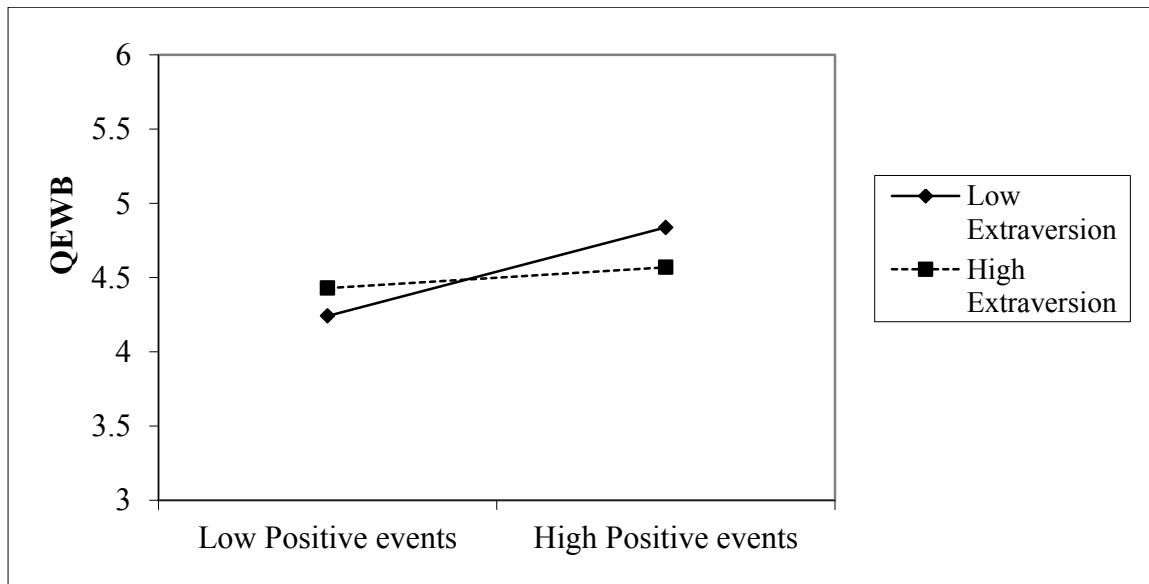


Figure 8: Statistical diagram of the moderating role of extraversion on the relationship between positive events and eudaimonic dimension of psychological well-being.

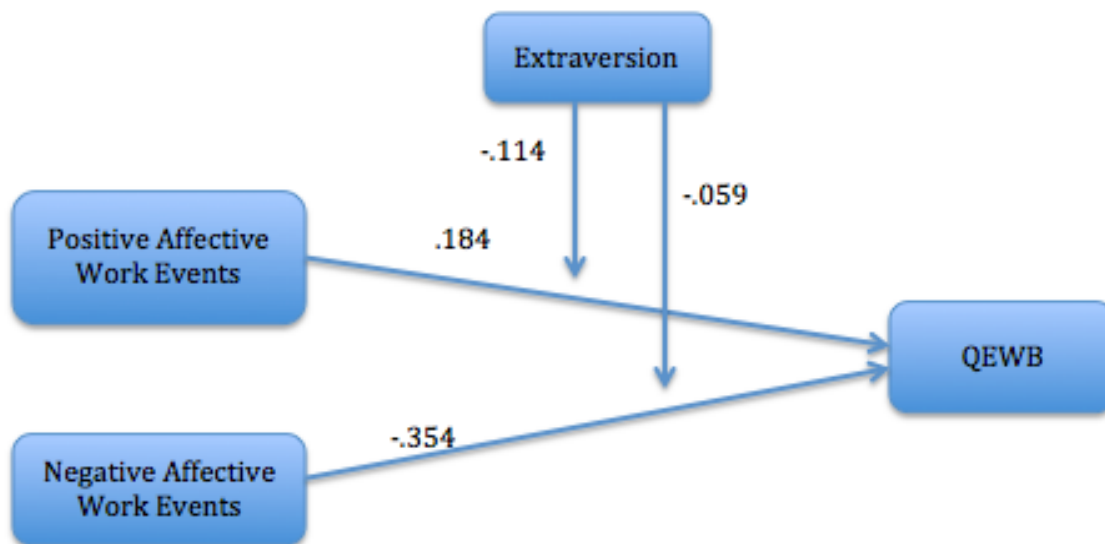


Table 7: Output of the moderator effect of extraversion with QEWB as outcome

	Coefficient	Standard Error	t-value	p-value	LICI	ULCI
Constant	4.520	.283	15.995	.000	3.963	5.077
Positive Events	.184	.038	4.882	.000	.110	.258
Negative Events	-.354	.095	-3.704	.000	-.542	-.165
Extraversion	-.020	.064	-.312	.755	-.147	.107
Interaction 1 (Positive events)	-.114	.055	-2.093	.038	-.222	-.007
Interaction 2 (Negative events)	-.059	.132	-.451	.653	-.319	.200
Age	.000	.008	-.011	.991	-.016	.015
Gender	-.039	.090	-.430	.668	-.216	.139

Hypothesis 3 predicted that neuroticism would moderate the relationship between affective work events and employee psychological well-being such that a) the positive relationship between positive events and well-being would be weaker and b) the negative relationship between negative events and well-being would be stronger. This hypothesis was tested using the same analysis as for Hypothesis 2. Hypothesis 3 was not supported, though models were significant for various outcomes ($F=5.005$, $P < .001$; $F=3.564$, $P < .01$; $F=2.547$, $P < .05$; $F=3.841$, $P < .01$; $F=5.707$, $p < .001$, with SVS, MBI, PANAS-positive affect, PANAS-negative affect and eudaimonic wellbeing respectively). The interaction coefficients were non-significant (QEWB: $\beta = .012$, $p > .1$ and $\beta = .192$, $p > .1$; hedonic: 1) SVS: $\beta = -.038$, $p > .1$ and $\beta = .107$, $p > .1$; 2) MBI: $\beta = -.015$, $p > .1$ and $\beta = -.005$, $p > .1$; 3) PANAS-positive affect: $\beta = -.031$, $p > .1$ and $\beta = .118$, $p > .1$; 4) PANAS-negative affect: $\beta = -.010$, $p > .1$ and $\beta = -.186$, $p > .1$, with regard to positive events and negative events respectively).

(3) Moderating Effects of Servant Leadership

Lastly, Hypothesis 4 predicted that servant leadership would moderate the relationships between affective work events and employees' psychological well-being such that a) the positive relationship between positive events and well-being would be stronger and b) the negative relationship between negative events and well-being would be weaker. The analysis used here

was the same as testing for the moderating effect of extraversion and neuroticism. Results show that Hypothesis 4 was not supported. Indeed, the regression produced significant models with different dimensions of employee well-being ($F= 5.031, P< .001$; $F=3.545, P < .01$; $F = 2.309, P< .05$; $F = 2.350, P< .05$; $F = 5.582, P < .001$, with outcomes as SVS, MBI, PANAS-positive affect, PANAS-negative affect and eudaimonic wellbeing respectively), but the interactions coefficients were non-significant (QEWB: $\beta=.035, p>.1$ and $\beta=-.126, p>.1$; hedonic:1) SVS: $\beta=.038, p>.1$ and $\beta=-.258, p = .066$; 2) MBI: $\beta=-.043, p>.1$ and $\beta=.069, p>.1$; 3) PANAS-positive affect: $\beta =-.004, p>.1$ and $\beta=-.110, p>.1$; 4) PANAS-negative affect: $\beta=.004, p>.1$ and $\beta=.069, p>.1$, with regard to positive events and negative events respectively). However, the interaction between servant leadership and negative work events on the SVS aspect of employees' psychological well-being was approaching significance, but interestingly, the direction of the interaction was not as expected. Indeed, the relationship between negative affective work events and employee SVS was stronger, rather than weaker, among employees reporting high levels of servant leadership (See Figure 9).

Figure 9: Interaction plot of negative events and servant leadership with SVS as outcome.

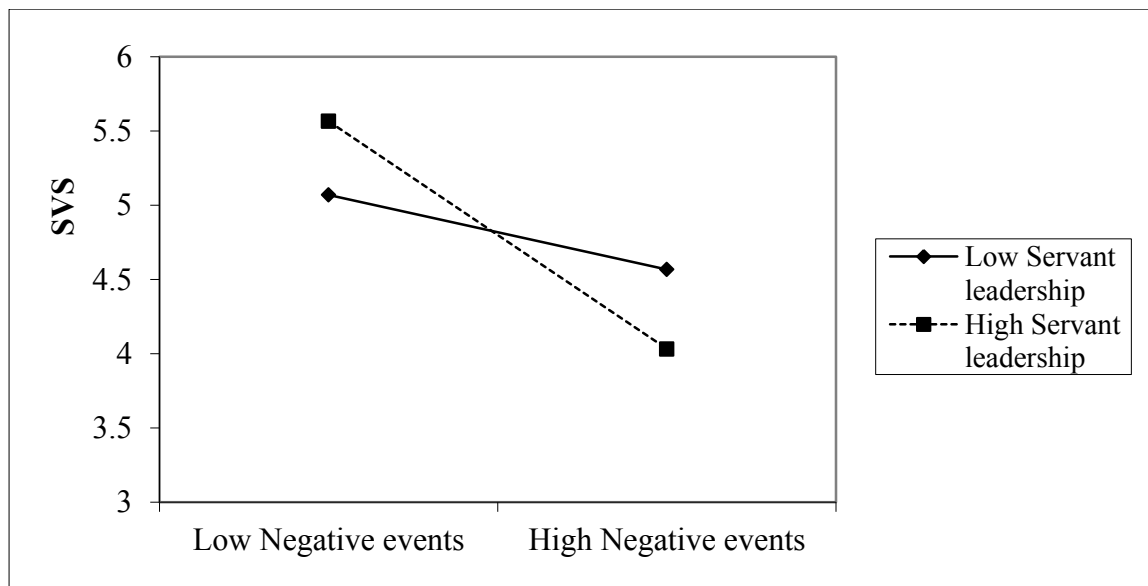


Figure 10: Statistical diagram of the moderating role of servant leadership on the relationship between negative events and SVS of psychological well-being.

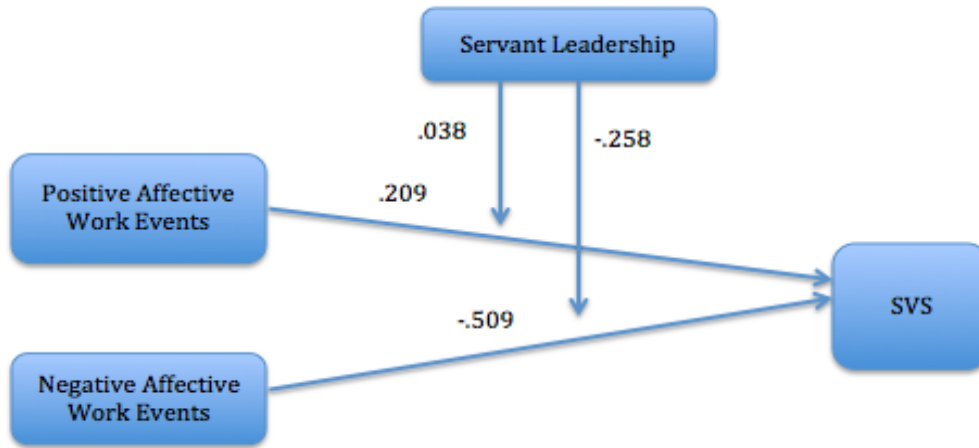


Table 8: Output of the moderator effect of servant leadership with SVS as outcome

	Coefficient	Standard Error	t-value	p-value	LICI	ULCI
Constant	4.809	.391	12.288	.000	4.038	5.581
Positive Events	.209	.050	4.190	.000	.111	.308
Negative Events	-.509	.126	-4.048	.000	-.756	-.236
Servant Leadership	-.010	.082	-.119	.905	-.171	.152
Interaction 1 (Positive events)	.038	.067	.578	.564	-.093	.170
Interaction 2 (Negative events)	-.258	.140	-1.848	.066	-.533	.017
Age	-.008	.011	-.728	.467	-.029	.013
Gender	-.005	.122	-.041	.967	-.246	.236

Table 9. The Results of the Study

Hypotheses	Supported	Partially Supported	Not Supported
H1a: Positive affective work events will have a positive relationship with employees' psychological wellbeing.	√		
H1b: Negative affective work events will have a negative relationship with employees' psychological wellbeing.	√		
H2: Extraversion will moderate the relationships between affective work events and employee psychological well-being such that a) the positive relationship between positive events and well-being will be stronger and b) the negative relationship between negative events and well-being will be weaker.			√
H3: Neuroticism will moderate the relationships between affective work events and employees psychological well-being such that a) the positive relationship between positive events and well-being will be weaker and b) the negative relationship between negative events and well-being will be stronger.			√
H4: Servant leadership will moderate the relationships between affective work events and employees' psychological wellbeing such that a) the positive relationship between positive events and well-being will be stronger and b) the negative relationship between negative events and well-being will be weaker.			√

DISCUSSION

The aim of this paper was to contribute to our understanding of how affective work events impact employees in the workplace. More specifically, the goal was to examine the relationship between affective work events and employee psychological well-being, while taking into account of the

moderating roles of employees' personality traits (extraversion and neuroticism) and servant leadership. In order to do so, I measured employees' perception of occurrence of a variety of work events, several dimensions of well-being, as well as extraversion, neuroticism, and servant leadership using a quantitative survey of 209 Chinese participants. Results suggest that affective work events significantly influenced both dimensions of employees' psychological well-being (hedonic and eudaimonic), in accordance with expectations and prior findings (i.e., Rousseau & Schialk, 2000; Suh et al, 1996).

In addition, interactive effects that were significant or approaching significance were observed. Specifically, the moderation of servant leadership on the relationship between negative events and SVS, approached significance, whereas extraversion was found to moderate the relationship between positive affective events and SVS, MBI as well as QEWB. However, in both cases, effects were not in the expected direction. Indeed, results suggest extraversion moderates the relationship between positive work events and SVS, MBI and QEWB, but such that extroverts' well-being is less strongly affected by positive events. These results are surprising, as I expected extraversion would enhance the relationship between positive events and well-being, given that extraversion is thought to be associated with a greater sensitivity to positive stimuli (Gray, 1981; Larsen & Ketelaar, 1991). One reason could be that individuals who have a higher level of extraversion experience diminishing returns for their inputs. Since extraverted individuals are more sensitive to the positive stimuli (Gray, 1981; Larsen & Ketelaar, 1991), they would like to spend extra efforts, have a larger tendency to take positive actions and bear a higher expectation for rewards, in the broad sense of the words. If the returns do not match their extra efforts, they may experience decreased subjective well-being. On the other hand, individuals with a lower level of extraversion originally do not have a high expectation about positive work events; therefore when they experience such events, which exceed their expectations, they may gain a higher level of subjective well-being.

Another interesting result was the unexpected negative moderating effect of servant leadership on the relationship between negative work events and employees' SVS. This finding is surprising given that servant leadership is aimed at helping followers to grow and succeed, prioritize their needs (Liden et al., 2008), and focuses on nurturing all stakeholder well-being (Panaccio et al., 2014). One potential explanation is that, when their leader manifests high levels of servant

leadership behaviors, employees come to believe their leaders will take care of any needs they have or to solve any confronting issues, and thus generally expect to experience few negative events at work, and exert less effort to deal with negative work events. Thus, employees working under the supervisor of servant leaders may be more negatively affected when they experience such negative events. On the contrary, when there is a low level of servant leadership characteristic behaviors, employees would tend to exert more efforts, try to tackle the issues independently and rely less on their leaders, and generally expect some negative events to occur at work. This would result in a positive attitude towards the negative work events and generate stronger motivations to fulfill the workplace targets. A balance of the “caring and serving behaviors” and “employees coping abilities” should be maintained.

Although results suggest unexpected moderating effects, it must be noted that the impact of the moderators is not very important in this study. One partial explanation for the weak effects of the moderators may be that these personality traits impact employees’ well-being indirectly through predisposing them to particular life or work events and experiences other than those examined here (Costa & McCrae, 1996; Magnus et al., 1993). It is also possible that other personality traits – for instance the other Big Five traits, conscientiousness, agreeableness and openness to experience – exert a moderating effect. Thirdly, this may be related to the cultural context. The study was conducted in China, a society in which the workplace relationship is characterized by high power distance and inequalities, as the authorities are regarded as superior entities. This historically rigid and hierarchical pattern may be associated with less desire for servant leadership, as employees may be unsure about how to respond to such “servant” behaviors. Fourthly, employees’ psychological well-being may also be influenced by their physical well-being such as exhaustion. Repeated exposure to a routine job would cause high levels of aggregated exhaustion in daily life, which predicts chronic exhaustion (Bakker, 2015). Since participants in this study work in the manufacturing factory, they may experience greater routine in their jobs, which could result in daily exhaustion and thus impact the quality of their psychological well-being.

Limitations

This study has limitations that should be taken into consideration. First, the data on both the independent and dependent variables were collected from employees at the same time and using

the same questionnaire, which suggests common method bias may be a concern. Furthermore, the cross-sectional nature of the study prevents us from making conclusions regarding causality. This could be prevented by the use of longitudinal approaches.

Another limitation is the method used to measure the occurrence of events. Only directors were interviewed to check the relevance of events, and the report of these events relied on respondents' memory. Furthermore, the sampling of 209 employees in four manufacturing companies may limit the results' generalizability. Replications in different settings are warranted. Another limitation is that the Cronbach's alphas of SVS and MBI were .68 and .69 respectively, which showed an acceptable but questionable internal consistency of these two variables. Furthermore, the R Square changes were low for the models. Since the original versions of the scales are in English, it is possible that some concepts are not understood in the same manner in the Chinese culture, even though I followed a standard translation back-translation procedure. Validating the translations of these scales would be recommended.

Theoretical and Managerial Implications

This research contributes to expand the current AET and servant leadership literature. The development of AET by Weiss and Cropanzano (1996) was an important progress in the research of emotions at work. However, there are few empirical studies demonstrating its usefulness as a paradigm for organizational studies, and few assess it within the context of both hedonic and eudaimonic dimensions of psychological workplace well-being. This study sought to address this issue by presenting how an emotional perspective of work events based on AET may contribute to explain the hedonic and eudaimonic dimensions of psychological well-being.

The results of this study suggest that affective work events have a significant impact on employee psychological well-being: positive work events had a positive relationship with employees' psychological well-being, whereas negative work events had a negative relationship with employees' psychological well-being. Furthermore, the negative work events had a greater impact. Therefore, the implications for the workplace would be that perceived negative events have profound consequences, and management practices should take this into account by trying to minimize the happening of negative events as much as possible. Companies can also offer resources to help employees improve their coping ability with negative work events, such as

formal and informal support, training, or coaching. Results suggest companies should also explicitly seek to create more positive affective events in the workplace, for instance by rewarding employees and recognizing their achievements.

This study does not show strong evidence for the moderating role of personality and servant leadership on relationships between affective events and employee psychological well-being. However, interactive effects with extraversion and servant leadership, significant and approaching significance, suggest that organizations may be well-advised to provide a realistic picture of the workplace, including the fact that negative affective events are bound to occur, and help employees cope with these events.

Future Direction

Future research should take into account the aspect of “affect tone” in order to further examine to what extent affective states are influenced by work events. Emotions have an important social and organizational component (Averill, 1980), and rather than taking an individual perspective, considering the affective tone of groups and corporate culture might uncover more interesting research avenues. One interesting avenue for research would be to develop research designs which can capture the temporal relationship between variables. For example, as emotions are short lived and fluctuate, employing a calendar-based method such as a diary to obtain reports of daily information would be helpful.

Though servant leadership as a moderator was not found to be significant, the impact of servant leadership on employee-relevant outcomes is still somewhat underdeveloped, as research has focused primarily on organization-relevant outcomes. It would be meaningful for future research to focus more on the roles of servant leadership in interaction with the context, and delve into the dimensions of servant leadership to identify which behaviors, specifically, may make servant leadership more effective in different contexts. The impact of other moderators (i.e., other personality traits, person-organization fit, perceptions of procedural justice) could also be tested. Lastly, including more events in the workplace or interactions with customers or personal events outside workplace could augment the list of events used in future studies.

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APPENDICES

Appendix A. Questionnaire (English version)

Questionnaire

Instructions: Please indicate whether you experienced any of the events in the past 3 months by checking the box next to the answer of your choice.. If yes, please rate the impact that the event had on you (from 1 “very negative” to 7 “very positive impact)

1. Successfully completed a project or task

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

2. Received praise from your supervisor

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

3. Received praise from a coworker

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

4. Went on a vacation

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

5. Received an award or acknowledgement

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

6. An unpleasant coworker left your work unit (change jobs, retire, die, etc.)

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

7. Received a raise or a bonus.

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

8. Assigned undesired work or project

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

9. A well-liked coworker left your work unit (change jobs, retire, die, etc.)

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

10. Problems getting along with a supervisor

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

11. Problems getting along with a coworker

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

12. Personal problems interfered with work

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

13. Received a negative performance evaluation

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

14. Failed to receive a raise / bonus that was expected

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

15. Encountered an accident in the workplace (either you or a coworker)

Yes No

If yes, please indicate its influence on you

Very positive 7 6 5 4 3 2 1 very negative

Here are a number of characteristics that may or may not apply to you. Please indicate the extent to which you agree or disagree with each statement (From "1 disagree strongly" to "7 agree strongly").

I am someone who...

16. _____ Is talkative

Strongly agree 7 6 5 4 3 2 1 strongly disagree

17. _____ Is depressed, blue

Strongly agree 7 6 5 4 3 2 1 strongly disagree

18. _____ Is reserved
Strongly agree 7 6 5 4 3 2 1 strongly disagree

19. _____ Is relaxed, handles stress well.
Strongly agree 7 6 5 4 3 2 1 strongly disagree

20. _____ Is full of energy
Strongly agree 7 6 5 4 3 2 1 strongly disagree

21. _____ Can be tense
Strongly agree 7 6 5 4 3 2 1 strongly disagree

22. _____ Generates a lot of enthusiasm
Strongly agree 7 6 5 4 3 2 1 strongly disagree

23. _____ Worries a lot
Strongly agree 7 6 5 4 3 2 1 strongly disagree

24. _____ Tends to be quiet
Strongly agree 7 6 5 4 3 2 1 strongly disagree

25. _____ Is emotionally stable, not easily upset
Strongly agree 7 6 5 4 3 2 1 strongly disagree

26. _____ Has an assertive personality
Strongly agree 7 6 5 4 3 2 1 strongly disagree

27. _____ Can be moody
Strongly agree 7 6 5 4 3 2 1 strongly disagree

28. _____ Is sometimes shy, inhibited
Strongly agree 7 6 5 4 3 2 1 strongly disagree

29. _____ Remains calm in tense situations
Strongly agree 7 6 5 4 3 2 1 strongly disagree

30. _____ Is outgoing, sociable
Strongly agree 7 6 5 4 3 2 1 strongly disagree

31. _____ Gets nervous easily
Strongly agree 7 6 5 4 3 2 1 strongly disagree

Thinking about your immediate supervisor, please indicate the extent to which you agree or disagree with each statement (From “1 disagree strongly” to “7 agree strongly”).

32. My leader can tell if something work-related is going wrong.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

33. My leader makes my career development a priority.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

34. I would seek help from my leader if I had a personal problem.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

35. My leader emphasizes the importance of giving back to the community.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

36. My Leader puts my best interests ahead of his/her own.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

37. My leader gives me the freedom to handle difficult situations in the way that I feel is best.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

38. My leader would NOT compromise ethical principles in order to achieve success.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

Please respond to each of the following statements in terms of how you are feeling right now. Indicate how true each statement is for you at this time, using the following scale: from 1 “not at all” to 7 “very true”.

39. At this moment, I feel alive and vital.

Very true 7 6 5 4 3 2 1 not at all

40. Currently I feel so alive I just want to burst.

Very true 7 6 5 4 3 2 1 not at all

41. At this time, I have energy and spirit.

Very true 7 6 5 4 3 2 1 not at all

42. I am looking forward to each new day.

Very true 7 6 5 4 3 2 1 not at all

43. At this moment, I feel alert and awake.

Very true 7 6 5 4 3 2 1 not at all

44. I feel energized right now.

Very true 7 6 5 4 3 2 1 not at all

Thinking about how you feel these days, please indicate the extent to which you agree or disagree with each statement (From “1 disagree strongly” to “7 agree strongly”).

These days.....

45. ____I feel like I’m at the end of my rope.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

46. ____ I feel used up at the end of a work day.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

47. ____ I feel fatigued when I get up in the morning and have to face another day on the job.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

48. ____ I feel emotionally drained from my work.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

49. ____ I feel frustrated by my job.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

Please indicate the extent to which you agree or disagree with each statement (From “1 disagree strongly” to “7 agree strongly”). In general:

50. I prefer to work with others in a group rather than working alone.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

51. Given the choice, I would rather do a job where I can work alone rather than doing a job with others in a group.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

52. Working with a group is better than working alone.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

Thinking about how things have been going in your life, please indicate the extent to which you agree or disagree with each statement (From “1 disagree strongly” to “7 agree strongly”).

53. I find I get intensely involved in many of the things I do each day.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

54. I believe I have discovered who I really am.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

55. I think it would be ideal if things came easily to me in my life. (R)

Strongly agree 7 6 5 4 3 2 1 strongly disagree

56. My life is centered around a set of core beliefs that give meaning to my life.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

57. It is more important that I really enjoy what I do than that other people are impressed by it.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

58. I believe I know what my best potentials are and I try to develop them whenever possible.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

59. Other people usually know better what would be good for me to do than I know myself. (R)

Strongly agree 7 6 5 4 3 2 1 strongly disagree

60. I feel best when I'm doing something worth investing a great deal of effort in.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

61. I can say that I have found my purpose in life.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

62. If I did not find what I was doing rewarding for me, I do not think I could continue doing it.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

63. As yet, I've not figured out what to do with my life. (R)

Strongly agree 7 6 5 4 3 2 1 strongly disagree

64. I can't understand why some people want to work so hard on the things that they do. (R)

Strongly agree 7 6 5 4 3 2 1 strongly disagree

65. I believe it is important to know how what I'm doing fits with purposes worth pursuing.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

66. I usually know what I should do because some actions just feel right to me.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

67. When I engage in activities that involve my best potentials, I have this sense of really being alive.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

68. I am confused about what my talents really are. (R)

Strongly agree 7 6 5 4 3 2 1 strongly disagree

69. I find a lot of the things I do are personally expressive for me.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

70. It is important to me that I feel fulfilled by the activities that I engage in.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

71. If something is really difficult, it probably isn't worth doing. (R)

Strongly agree 7 6 5 4 3 2 1 strongly disagree

72. I find it hard to get really invested in the things that I do. (R)

Strongly agree 7 6 5 4 3 2 1 strongly disagree

73. I believe I know what I was meant to do in life.

Strongly agree 7 6 5 4 3 2 1 strongly disagree

Using the scale below, please indicate to what extent you have felt the following emotions in the past week.

Not at all Neutral Extremely
 1-----2-----3-----4-----5-----6-----7

74. Interested.
 Extremely 7 6 5 4 3 2 1 Not at all

75. Distressed.
 Extremely 7 6 5 4 3 2 1 Not at all

76. Excited.
 Extremely 7 6 5 4 3 2 1 Not at all

77. Upset.
 Extremely 7 6 5 4 3 2 1 Not at all

78. Strong.
 Extremely 7 6 5 4 3 2 1 Not at all

79. Guilty.
 Extremely 7 6 5 4 3 2 1 Not at all

80. Scared.
 Extremely 7 6 5 4 3 2 1 Not at all

81. Hostile.
 Extremely 7 6 5 4 3 2 1 Not at all

82. Enthusiastic.
 Extremely 7 6 5 4 3 2 1 Not at all

83. Proud.
 Extremely 7 6 5 4 3 2 1 Not at all

84. Irritable.
 Extremely 7 6 5 4 3 2 1 Not at all

85. Alert.
 Extremely 7 6 5 4 3 2 1 Not at all

86. Ashamed.

Extremely 7 6 5 4 3 2 1 Not at all

87. Inspired.

Extremely 7 6 5 4 3 2 1 Not at all

88. Nervous.

Extremely 7 6 5 4 3 2 1 Not at all

89. Determined.

Extremely 7 6 5 4 3 2 1 Not at all

90. Attentive

Extremely 7 6 5 4 3 2 1 Not at all

91. Jittery.

Extremely 7 6 5 4 3 2 1 Not at all

92. Active.

Extremely 7 6 5 4 3 2 1 Not at all

93. Afraid.

Extremely 7 6 5 4 3 2 1 Not at all

The following questions are about yourself:

94. Gender Male Female

95. What's your age? (scroll list)

96. What's the name of your company?

97. How long have you been working in the company? (scroll list)

98. How long have you been working under your current supervisor? (scroll list)

99. Are you a blue-collar or white-collar worker?

Blue-collar worker

White-collar worker

100. What is the highest education level you have completed?

Elementary/ Middle school

High school

College/Univesity

University graduate/PHD

Appendix B. Questionnaire (Chinese version)

问卷调查

提示：请在您选择的答案隔壁打勾 来表示您在过去三个月内是否经历过的以下事件。如果有经历过，请选择该事件对您的影响程度（1“非常消极”到 7“非常积极”）。

1. 成功完成一个项目或者课题

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

2. 从上司那里得到鼓励

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

3. 从同事里得到鼓励

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

4. 度假

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

5. 获得奖项或者认可

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

6. 一位让人不愉快的同事离开了您所在的工作单位（换工作，退休，死亡，等等）

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

7. 得到预期的加薪或者福利

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

8. 被分配到不喜欢的工作或者项目

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

9. 一位受大家喜爱的同事离开了您所在工作单位（换工作，退休，死亡，等等）

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

10. 与上司的相处不融洽

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

11. 与同事的相处不融洽

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

12. 个人问题妨碍到工作

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

13. 获得消极的工作表现评价

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

14. 没有得到预期的加薪或者福利

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

15. 工作场合遭遇意外事故（您本人或者同事）

有 否

如果有，请选择该事件对您的影响程度

非常积极 7 6 5 4 3 2 1 非常消极

这里有一些适合或不适合您的特征。请在每个描述的旁选择相对应的程度，指明你在多

大程度上同意或不同意该描述（“1 表示非常不同意”到“7 非常同意”）。

我认为我自己...

16. ___爱说话

非常同意 7 6 5 4 3 2 1 非常不同意

17. ___压抑而忧虑

非常同意 7 6 5 4 3 2 1 非常不同意

18. ___含蓄的

非常同意 7 6 5 4 3 2 1 非常不同意

19. ___放松的，可以很好应对压力

非常同意 7 6 5 4 3 2 1 非常不同意

20. ___精力充沛

非常同意 7 6 5 4 3 2 1 非常不同意

21. ___可能会紧张

非常同意 7 6 5 4 3 2 1 非常不同意

22. ___具有很大的热情

非常同意 7 6 5 4 3 2 1 非常不同意

23. ___有很多忧虑

非常同意 7 6 5 4 3 2 1 非常不同意

24. ___比较安静

非常同意 7 6 5 4 3 2 1 非常不同意

25. ___情绪稳定，不容易焦躁

非常同意 7 6 5 4 3 2 1 非常不同意

26. ___性格决断

非常同意 7 6 5 4 3 2 1 非常不同意

27. ___可能会喜怒无常

非常同意 7 6 5 4 3 2 1 非常不同意

28. ___有时羞怯，拘谨

非常同意 7 6 5 4 3 2 1 非常不同意

29. ___在紧张情绪中仍保持冷静

非常同意 7 6 5 4 3 2 1 非常不同意

30. ___外向，好交际

非常同意 7 6 5 4 3 2 1 非常不同意

31. ___容易紧张

非常同意 7 6 5 4 3 2 1 非常不同意

想想您现在的上司，请指明你在多大程度上同意或不同意该描述（“1表示非常不同意”到“7非常同意”）。

32. 如果工作上的事情进行的不好，我的上司可以随时知道。

非常同意 7 6 5 4 3 2 1 非常不同意

33. 我的上司以我的职业发展为重。

非常同意 7 6 5 4 3 2 1 非常不同意

34. 如果我有个人问题的时候，我会向我的上司求得帮助。

非常同意 7 6 5 4 3 2 1 非常不同意

35. 我的上司强调回馈社区的重要性。

非常同意 7 6 5 4 3 2 1 非常不同意

36. 我的上司把我的最佳利益放在她/他自己的之前

非常同意 7 6 5 4 3 2 1 非常不同意

37. 我的上司给我用我认为最好的方式处理困难情况的自由。

非常同意 7 6 5 4 3 2 1 非常不同意

38. 我的上司不会为了达到成功而牺牲道德原则

非常同意 7 6 5 4 3 2 1 非常不同意

请运用下面的量表对随后的描述针对您现在的感觉进行评价。下面的描述有多真实的反映了您现在的感觉：从1“一点也不”到7“非常”。

39. 就在此时，我感到活力和生命力。

非常 7 6 5 4 3 2 1 一点也不

40. 现在，我感到非常活力以至于我想爆发。

非常 7 6 5 4 3 2 1 一点也不

41. 此时，我有动力和精神。

非常 7 6 5 4 3 2 1 一点也不

42. 我期待每一个新的日子。

非常 7 6 5 4 3 2 1 一点也不

43. 就在此时，我感到警醒与清醒。

非常 7 6 5 4 3 2 1 一点也不

44. 我现在觉得充满动力。

非常 7 6 5 4 3 2 1 一点也不

根据您最近的感觉，请指明你在多大程度上同意或不同意该描述（“1表示非常不同意”到“7非常同意”）。

这些日子...

45. 我感觉我到了绳子的尽头

非常同意 7 6 5 4 3 2 1 非常不同意

46. 一天工作下来我觉得精疲力竭

非常同意 7 6 5 4 3 2 1 非常不同意

47. 早上起来我觉得要面临新的一天工作就很疲惫

非常同意 7 6 5 4 3 2 1 非常不同意

48. 我觉得我的工作让我情绪垮掉

非常同意 7 6 5 4 3 2 1 非常不同意

49. 我感到我的工作令我沮丧

非常同意 7 6 5 4 3 2 1 非常不同意

请指明你在多大程度上同意或不同意该描述（“1 表示非常不同意”到“7 非常同意”）。

50. 与独立工作比较我更希望与他人合作工作。

非常同意 7 6 5 4 3 2 1 非常不同意

51. 如果有选择的话，我更希望可以单独完成一个工作更不是非要和其他人一起工作。

非常同意 7 6 5 4 3 2 1 非常不同意

52. 在团队中工作比单独工作好。

非常同意 7 6 5 4 3 2 1 非常不同意

想想生活中发生的事情，请指明你在多大程度上同意或不同意该描述（“1 表示非常不同意”到“7 非常同意”）。

53. 我发现自己积极参与到日常生活的许多事情中。

非常同意 7 6 5 4 3 2 1 非常不同意

54. 我相信我已经找到真正的自我。

非常同意 7 6 5 4 3 2 1 非常不同意

55. 我觉得轻易得到想要东西的生活是很理想的。

非常同意 7 6 5 4 3 2 1 非常不同意

56. 我的生活是以让生活变得很有意义的核心观念为中心的。

非常同意 7 6 5 4 3 2 1 非常不同意

57. 对我来说，享受我现在做的事情比让别人为此印象深刻重要的多。

非常同意 7 6 5 4 3 2 1 非常不同意

58. 我相信我知道我的最大潜力是什么，并且我抓住一切机会来发展它们。

非常同意 7 6 5 4 3 2 1 非常不同意

59. 通常别人比我自己更清楚地知道什么是对我好的。

非常同意 7 6 5 4 3 2 1 非常不同意

60. 当我在做值得投入大量精力的事情时，我自我感觉最好。

非常同意 7 6 5 4 3 2 1 非常不同意

61. 我可以说我已经找到人生的目标。

非常同意 7 6 5 4 3 2 1 非常不同意

62. 如果我觉得我现在做的事情没有回报，我不会继续下去。

非常同意 7 6 5 4 3 2 1 非常不同意

63. 到目前为止，我都没弄清楚我未来要做什么。

非常同意 7 6 5 4 3 2 1 非常不同意

64. 我不明白为什么有些人那么认真的对待他们在做的事情。

非常同意 7 6 5 4 3 2 1 非常不同意

65. 我相信，知道如何让我现在做的事与值得追求的目标相一致是很重要的。

非常同意 7 6 5 4 3 2 1 非常不同意

66. 我一般会知道我应该做什么，因为我感觉这样做是对的。

非常同意 7 6 5 4 3 2 1 非常不同意

67. 当我参与的活动涉及到我的最大潜能时，我感到非常有活力。

非常同意 7 6 5 4 3 2 1 非常不同意

68. 我不清楚我的真正天赋是什么。

非常同意 7 6 5 4 3 2 1 非常不同意

69. 我发现我现在在做的很多事情都是个人表现行为。

非常同意 7 6 5 4 3 2 1 非常不同意

70. 对我来说，我参与的活动让我感觉有价值是很重要的。

非常同意 7 6 5 4 3 2 1 非常不同意

71. 如果某些事很困难，那它可能不值得去做。

非常同意 7 6 5 4 3 2 1 非常不同意

72. 我发现我很难真正投入到我做的事情上。

非常同意 7 6 5 4 3 2 1 非常不同意

73. 我相信，我知道我人生的目标是什么。

非常同意 7 6 5 4 3 2 1 非常不同意

请运用下面的量表对随后的描述针对您现在的感觉进行评价。下面的描述有多真实的反映了您现在的感觉：

一点也不 中立 非常真实
1-----2-----3-----4-----5-----6-----7

74. _____ 有兴趣的

非常真实 7 6 5 4 3 2 1 一点也不

75. _____ 痛苦的
非常真实 7 6 5 4 3 2 1 一点也不

76. _____ 兴奋的
非常真实 7 6 5 4 3 2 1 一点也不

77. _____ 苦恼的
非常真实 7 6 5 4 3 2 1 一点也不

78. _____ 坚强的
非常真实 7 6 5 4 3 2 1 一点也不

79. _____ 内疚的
非常真实 7 6 5 4 3 2 1 一点也不

80. _____ 恐惧的
非常真实 7 6 5 4 3 2 1 一点也不

81. _____ 不友善的
非常真实 7 6 5 4 3 2 1 一点也不

82. _____ 热情的
非常真实 7 6 5 4 3 2 1 一点也不

83. _____ 自豪的
非常真实 7 6 5 4 3 2 1 一点也不

84. _____ 易怒的
非常真实 7 6 5 4 3 2 1 一点也不

85. _____ 警觉的

非常真实 7 6 5 4 3 2 1 一点也不

86. _____ 感到羞愧的

非常真实 7 6 5 4 3 2 1 一点也不

87. _____ 有灵感的

非常真实 7 6 5 4 3 2 1 一点也不

88. _____ 焦虑的

非常真实 7 6 5 4 3 2 1 一点也不

89. _____ 坚决的

非常真实 7 6 5 4 3 2 1 一点也不

90. _____ 注意的

非常真实 7 6 5 4 3 2 1 一点也不

91. _____ 战战兢兢的

非常真实 7 6 5 4 3 2 1 一点也不

92. _____ 活跃的

非常真实 7 6 5 4 3 2 1 一点也不

93. _____ 害怕的

非常真实 7 6 5 4 3 2 1 一点也不

以下是关于您本人的一些问题：

94. 性别 男 女

95. 您的年龄是? (滚动列表)

96. 您公司的名字是?

97. 您在公司已经工作多久了? (滚动列表)

98. 您在您目前上司的领导下 工作多久了? (滚动列表)

99. 您是一名蓝领职员还是白领职员

蓝领职员

白领职员

100. 您已经完成的最高教育水平是?

中小学

高中

大专 / 本科

硕士 / 博士